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## Advanced Academic Achievement - Syllabus

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

**Instructor:** Name

**Phone:** Office Number

**Email:** Email Address

**Office Hours:** Times available

**Office:** Location

**Textbook:** Sherfield, Robert M., and Patricia G. Moody. *Cornerstones for Community College Success*. 2nd ed. Boston: Pearson Education, 2014. Print.

**Additional Book:** Student Handbook/Day planner for this year.

### Course Description

The subject of this class is SUCCESS...what success is and how to achieve it in college. We will do this by introducing you to the college culture to help you make a smooth transition to college life. This course will ask you an important question: What are YOU prepared to do to become a successful student? If you do want to succeed in college and see it as a process of skill development for becoming a better student, learning how to learn, and beginning a worthwhile career, then you must put the time and effort into developing the strategies we will be talking about this semester.

### Learning Outcomes

When you have successfully completed this course, you should be able to:

- Manage time effectively for academic purposes.
- Apply textbook reading strategies and test-taking techniques.
- Identify areas of academic interest and career goals to create an educational plan.
- Use effective note-taking techniques.
- Set long and short-term academic goals.
- Draw support, advice, and assistance from peers.
- Locate learner support programs resources; identify the services offered, and how to access them.

### How to Succeed in This Class (aka how to get an 'A')

To create the very best environment for supporting your success and the success of your classmates, this course has five important rules. The more challenging these rules are for you, the more value you will experience by adopting them. By choosing to follow these rules, you are choosing to be successful in this course, in college, and in your life. These rules will support your success in every goal you pursue.

- **Show up!** Choose to attend every scheduled class period in its entirety.
- **Do the work!** Complete all reading assignments prior to class and choose to do your very best work in preparing all of your assignments and hand them in on time.

- **Participate actively!** Choose to stay focused and involved in every class, offering your best comments, questions, and answers, when appropriate.
- **Use an Academic Planner!** Each student is expected to have a personal planner to record and track important academic assignments, personal appointments, exams and important academic dates. You may select any form of planner including a calendar, notebook, iPhone, Blackberry, etc. Your planner must be organized and complete and include everything you are responsible for in your classes for the entire semester. You will show me your planner in class at periodic intervals throughout the semester.
- **Be proactive!** Look ahead and anticipate. Plan for setbacks. Communicate with your instructor. Take responsibility!

### **Teaching Methods:**

This course include lectures, small group discussions, individual and group exercises, guest lectures, videos, and assignments in and out of class.

### **Reading: A Special Note**

It is important to understand what the instructor means when s/he says to read Chapter One. You are expected to read the assigned material before you come to class. I suggest you approach it as follows:

- First, look over the pages. Note the layout, pictures, graphs, and headings/subheadings. Gauge how long it will take you to read. Make sure you will have enough time to complete the reading in the time you have allotted.
- Read the questions at the beginning of the chapter (titled “Why Read This Chapter?” and “Scan and Question”) and consider how you would answer them without reading anything. Then read the summary at the end of the chapter (titled “Changing Ideas to Reality”). This sets in your head what to think about as you read.
- When you actually begin to read the words, sit back and enjoy the material. The text is meant to give you ideas. Think about how the suggestions might be useful to you.
- Use your pencil to check off ideas that intrigue you. If you’re thinking as you read, there should be plenty of these (when you return to class I would like to hear about the ideas you checked off).
- Sit back and let the ideas gel. Read the summary again. The ideas will be easier to retrieve from your very busy memory when you return to class.
- Go back to the questions at the beginning of the reading. Can you answer them? If so, you probably have a good enough understanding of the material to be a significant part of our classroom discussion. If not, go back to review the weak points.

### **Note:**

Remember

This is only one way to read textbooks. You instructors in other classes may want you to take notes as you read and/or answer the questions at the end of each chapter. Be sure to know what the instructor means by "read."

### **Extra Credit**

Occasionally, optional activities/assignments will be offered that you can complete for extra points. (Example: attend (or view online) iFocus or Human2Human workshop and write a minimum of one paragraph summary – either typed or handwritten – about what you learned in the workshop. Turn in the summary within one week of the workshop and receive 25 extra credit points. Additional extra credit opportunities may be offered throughout the semester.)

### **Your AAA Success Team**

The purpose of your Success Team is to provide you with a place to be witnessed while you celebrate, challenge yourself or make commitments about ways you will achieve your goals for this course and your first semester. You will have the opportunity to understand and support the goals of the other members by witnessing and affirming their process and progress while revealing your own as an inspiration to others.

### **Knowledge Checks (Quizzes)**

Knowledge checks (quizzes) will be given in class or as a take home assignment covering material from class discussions and textbook reading.

**Note:** Knowledge checks (quizzes) cannot be made up if you miss class.

They will be unannounced and unscheduled.

### **How You Will Be Evaluated**

Your success depends on being prepared for and participating in each class. You are expected to attend every class session on time and to have your homework and textbook reading completed when assigned. Assignments are due on the day of class (during class is preferable but assignments will be accepted via email by midnight of the class day for full credit). Late assignments will be accepted for half credit for one week after the due date. After that, zero points will be given for the assignment. The Late Assignment Coupon may also be used for one late assignment, please write that you are using your one-time coupon on the top of the assignment when you turn it in. All assignments are detailed below. Your grade for the course will be based on:

- **Attendance and Participation**(300 pts)
- **Knowledge Check Quizzes**(160 pts)
- **Success Journals** Five Success Journals (50 pts each)
- **Study skills and Textbook Assignments**
  - Academic Success Agreement (20 pts)
  - Time Management Assignment (100 pts)
  - Two SQ3R Mastery Study Sheets (25 pts each)
  - Cornell Lecture Notes (75 pts)
  - Aims Web Scavenger Hunt (50 pts)
  - Vision Board or Roadmap (100 pts)
- **Keeping the End in Mind** (300 pts)

### **Summary Grading Criteria**

Attendance and Participation: 300 points

Knowledge Check Quizzes: 160 points

Success Journals: 250 points

Study Skills and Textbook Assignments: 395 points

Keeping the End in Mind Assignment: 300 points

**Total points available: 1405 points**

### **Success Journals**

Five suggestions for writing a meaningful Success Journal include:

1. reflect on all parts of the question,
2. be spontaneous,
3. be honest,
4. be creative,
5. dive deep!

Success Journals are assigned based on current and upcoming classroom topics. These writing assignments should be approximately one typed page (double spaced, 12 pt font, 1 inch margin) or approximately two hand-written pages and should include your thoughts, interpretations, understandings and application of the assignment related to your current experiences and anecdotal information from fellow college students. Points will be deducted if length requirements are not met. The purpose of these assignments is to encourage the internal and external processing of your college experience, learning about yourself, and from the experiences of those around you. The list of Success Journal questions and due dates are below. Instructor will provide grading guideline for Success Journals.

## Course Outline

	In-Class Activities	Reading	Assignments
<b>Week 1: Introduction / Creating Success</b>	<ol style="list-style-type: none"> <li>1. Let's Get Started! Introductions and Syllabus Review</li> <li>2. Sample Essay MLA Format</li> <li>3. Success Journal Criteria</li> </ol>	Create - Building Your Own Successful Future	Academic Success Agreement (email)
<b>Week 2: Prioritize</b>	Planning Time and Reducing Stress	Prioritize - Planning Your Time and Reducing Stress	<ul style="list-style-type: none"> <li>• Letter to Me Success Journal</li> <li>• Time Management Assignment</li> </ul>
<b>Week 3: Read</b>	Building Successful Reading and Comprehension Skills with SQ3R	Read - Building Your Reading and Comprehension Skills	SQ3R Mastery Study Sheet (p 211)
<b>Week 4: Record</b>	<ol style="list-style-type: none"> <li>1. Cultivating Listening Skills and Developing a Note-taking System for Textbook Notes</li> </ol>	Cultivating Your Listening Skills and Developing a Note-taking System that Works for You	<ul style="list-style-type: none"> <li>• Cornell Lecture Notes</li> <li>• Academic Success Agreement</li> </ul>

	2. Cultivating Listening Skills and Developing a Note-taking System for Lecture Notes		Self-Evaluation
<b>Week 5: Persist</b>	<ol style="list-style-type: none"> <li>1. Understand the Culture of College</li> <li>2. Web Scavenger Hunt</li> <li>3. Calculating GPA, Student Rights and Responsibilities, Code of Conduct, Civility</li> </ol>	Explore - Understanding Your Institution and the Culture of College	Web Scavenger Hunt Worksheet
<b>Week 6: Engage</b>	<ol style="list-style-type: none"> <li>1. Developing Your Personal and Academic Motivation: Vision Board/Roadmap</li> <li>2. Vision Board/Roadmap Presentations</li> </ol>	Engage - Developing Your Personal and Academic Motivation	Vision Board/Roadmap Assignment
<b>Week 7: Staying Power</b>			Staying Power Success Journal
<b>Week 8: Developing a Study Plan</b>	<ol style="list-style-type: none"> <li>1. Study Habits Inventory and Analysis</li> <li>2. Mindset</li> </ol>	Learn - Using Your Dominant Intelligence, Preferred Learning Style,	Mindset Success Journal

		and Unique Personality Type to Become an Active Learner	
<b>Week 9: Study</b>	Developing Your Memory, Study, and Test-taking Skills	Understand - Empowering Your Memory, Studying Effectively, and Taking Tests With Confidence	SQ3R Mastery Study Sheet (p258)
<b>Week 10: Study</b>	<ul style="list-style-type: none"> <li>• Developing Your Memory, Study, and Test-taking Skills</li> <li>• Stress-free Math Testing</li> </ul> <div>Note: Bring copy of math test you have completed</div>		Math Success Journal
<b>Week 11: Plan</b>	Focusing on Your Future and Professional Career	Transition - Planning Your Future	<ul style="list-style-type: none"> <li>• 7 Question Success Journal</li> <li>• Keeping the End in Mind</li> </ul>

Course Outline



## 1. AAA Creating Success

The subject of this class is SUCCESS...what success is and how to achieve it in college.

### **Week 1: Introduction / Creating Success**

Let's Get Started! Introductions and Syllabus Review

### **Sample Essay MLA Format**

Spiderman Brown

Albert Einstein

AAA 090

September 30, 2013

Planning for a New Life

Going to college is like entering a whole different world. It takes a lot of preparation. I knew I'd have to

learn to think in new ways, but then I found out I had to learn to plan my daily habits too. My life requires more

planning than ever.

I hadn't realized at first how much time I'd have to spend away from home. In addition to the hours I've

always worked, I now have additional hours away

from home that I spend in class or at the library.  
I need to

schedule everything! For instance, I have to plan  
for my lunches and dinners to come with me because  
I can't run

home in between work and school, and I can't  
afford fast food all the time. I also have to  
plan on what goes into my

backpack every day. I need different materials on  
Monday, Wednesday, and Friday from what I need on  
Tuesday and

Thursday. Therefore, I have to make sure I change  
things out before I leave the house in the  
morning. It has taken

me a while to get it all right so I don't forget  
anything and so I don't carry around extra stuff  
that could get heavy. I

ride my bike, so I don't have a car trunk to act  
as a locker. Planning My load correctly every day  
is important. The

little time I have at home, I spend studying and  
then preparing for the next day. It has taken  
some getting used to.

Being a student has meant learning a lot of  
unexpected stuff I didn't plan on, like how much  
planning of

everyday things it really takes to succeed. I am  
getting better and better at organizing myself.

That's a good thing  
because my classes keep getting harder.

## Success Journal Criteria

Use the following criteria as a checklist as you do your written assignment:

### Title

- Does my paper address all of the questions asked for in the assignment?
- Does my paper stay on the topic, without straying or adding irrelevant information?

### Format

- Is my paper **typed** in Times New Roman font, using 12-point size throughout?

**Note:** Typed is preferred, but you may hand-write your paper if you do not have access to a keyboard, or if typing is especially difficult for you

- Is it on standard 8 1/2 x 11-inch white paper?
- Does it have one-inch margins?
- Is it left-justified only?
- Is it double spaced (2.0) throughout, with no extra space between paragraphs?
- Is the first line of each paragraph indented on tab (approximately five spaces, or 1/2 inch)?

- Is it approximately 275-350 words (1 to 1 1/2 pages) in length?

If handwritten:

- Is my paper legible, i.e., written neatly enough that another person would be able to read it without difficulty?

**Note:** Illegible papers will be returned ungraded.

- Is it on standard 8 1/2 x 11-inch paper (college ruled or wide ruled)?
- Are the edges clear of clutter (spiral binding scraps, etc.)?
- Are the left and right margins approximately one inch, or aligned with the vertical margin line printed on the page?
- Is the first line of each paragraph indented approximately five characters of 1/2 inch?
- Is it approximately two pages (275 - 350 words) in length, without skipping lines?

### **Heading**

- Does my paper begin with a four-line heading in MLA format, as follows?
  - Does the first line contain my name (first name first)?
  - Does the second line contain my instructor's name?
  - Does the third line contain the name of my class (subject and course number)?
  - Does the fourth line contain the due date (written out or in European format?)  
Examples: *April 10, 2013* or *10 April 2013*
  - Are the above four lines in the upper left corner, double-spaced (no extra space)?
- Is the title centered on the top line?

- Is the title in 12-point type (without quotation marks, bold face, or other effects)?
- Is the title appropriate for the assignment?
- Is there a double space (2.0 - no extra space) between the heading and the title?
- Is there a double space (2.0 - no extra space) between the title and the first line of the essay?
- If my paper is more than one page, are subsequent pages numbered in the upper right corner?

### **Clarity**

- Does my paper have three main elements: 1) introduction, 2) body, and 3) conclusion?
- Did I address the topic using full sentences and paragraphs?
- Do my sentences make sense?
- Are my paragraphs written in a logical order?
- Does each paragraph address a complete point, thought, or idea?
- Did I start a new paragraph when moving to a different point, thought, or idea?

### **Grammar, Spelling, and Punctuation**

- Do I have complete sentences?
- Does each sentence have a subject and a verb? (If not, it is a fragment.)
- Do I have correct agreement (subject-verb; pronoun-antecedent; singular-plural?)
- Do I have the correct pronoun case?
- Did I avoid comma splices and run-on sentences?
- Do I have proper punctuation?
- Did I spell-check carefully?

**Note:** The computerized spell check only catches words that it does not recognize. You cannot rely solely on the computer to check your spelling!

- **Did I proofread?**

**Use the above criteria as a checklist as you do your assignment. Refer to the sample essay in MLA format to see how your paper should look.**

## **Assignments**

### **Reading**

Read the chapter: Create - Building Your Own Successful Future

### **Academic Success Agreement**

Read your syllabus, then email the "Academic Success Agreement" statement below to the instructor.

- Type the following information in the subject area: Your First and Last Name, AAA 090
- Type the following information in the body area: *My name is \_\_\_\_\_ . I am enrolled in AAA 090, \_\_\_\_\_ Semester. I understand that I create and earn my grade. I am responsible for exhibiting successful behaviors in class and showing respect to others. I understand that in order to achieve success, I must attend and participate in class, study and make wise choices. I also understand that if I have any questions or concerns, I must contact my instructor immediately to seek help.*

## 2. AAA Plan Your Time

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 2 - Prioritize

### Planning Time and Reducing Stress

#### "I am Worried About My Grade"

## Assignments

### Reading

Read the chapter: Prioritize - Planning Your Time and Reducing Stress

### Letter to Me Success Journal (50 pts)

Address the following in your journal:

- What expectations and goals do you have for yourself as a college student?
- What grades do you expect to earn in your classes? (list out classes with expected grades).
- What will you do to ensure good grades?
- How often will you be late to class and how many classes do you anticipate missing for each course?
- What will be your level of participation during each class?
- How many times will you turn in late homework?

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Use the [Success Journal Criteria](#) as a checklist as you do your assignment.

Check this [sample essay](#) to see the correct format.

Use the [7 Questions Rubric](#) to rate yourself after completing this assignment.

To see how this assignment will be graded, view the [Success Journal Grading Rubrics](#).

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### **Time Management Assignment (100 points)**

As a college student, you will balance multiple classes with different deadlines for assignments, papers, quizzes and tests along with the rest of your life. It is only possible to manage everything with a plan and good time management habits. The goal of this assignment is to help you set yourself up for success this semester.

#### Time Usage Log.(20 points)

You cannot make changes with your time unless you know where all your time goes (it is the same way with money). This part of the Time Management Assignment will have you keep a time log for at least three days. This detailed task is very eye opening and invaluable to making changes.

#### Master weekly schedule (30 points)

Planning study time in your schedule is an essential step to creating good study habits in college. This part of the assignment will have you create a weekly schedule for studying (e.g. completing reading assignments, preparing for quizzes, etc). You will also learn how to plan “what” you should do during your study sessions to meet deadlines.

#### Due dates and deadlines in one place (50 points)

Each one of your classes will have deadlines for assignments, papers, quizzes, tests, etc. To keep track of everything, you will write down all of these due dates and deadlines in one place. This will be time consuming but is often reported as the MOST valuable exercise in this class.

Print the [Time Management Assignment](#) sheet to do this assignment.



### 3. AAA Reading and Comprehension Skills

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 3 - Read

### Building Successful Reading and Comprehension Skills with SQ3R

## Assignments

### Reading

Read the chapter: Read - Building Your Reading and Comprehension Skills

### SQ3R Mastery Sheet Assignment (25 pts)

Complete the SQ3R Mastery Sheet assignment on page 211 of the textbook ("Cornerstones for Community College Success. 2nd ed. Pearson Education, 2014) as follows:

1. Answer the two "Example Questions" and five "Author Questions." Be sure to answer all questions completely.
2. Create five more questions of your own ("Your Questions"). Your questions may be drawn from anywhere in the chapter, but should not duplicate the questions already provided. Ask yourself, "If I were a professor, what would I want my students to be sure to know?" this will help you form pertinent, thoughtful questions.
3. Answer the questions you created.

Your completed assignment should have 12 questions and answers in total.

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Use the [7 Questions Rubric](#) to rate yourself after completing this assignment.

#### 4. AAA Listening and Note-Taking Skills

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: "Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

### **Week 4 - Record**

#### **Cultivating Listening Skills and Developing a Note-Taking System** **["Eat that Frog"](#)**

#### **Assignments**

##### **Reading**

Read the chapter: Cultivating Your Listening skills and Developing a Note-taking System that Works for You

Read: [A Template for the Cornell System of Note Taking](#)

##### **Cornell Lecture Notes (75 pts)**

Submit notes from a class lecture in the Cornell format. ("Cornerstones for Community College Success" 2nd ed. Pearson Education, 2014, p. 243)

##### **Academic Success Agreement - Self-Evaluation**

This evaluation is for checking your progress on your Academic Success Agreement. You will turn it in to your instructor for review, but you are not graded on your responses. Please answer truthfully! This is just a way for you to see how you are coming and what you may need to prioritize. After your instructor's review, please keep this with your Agreement.

Print the [Academic Success Agreement Self-Evaluation](#) sheet.

## 5. AAA The Culture of College

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: "Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## **Week 5 - Persist**

### **Understand Your Institution and the Culture of College**

### **Assignments**

#### **Reading**

Read the chapter: Explore - Understanding Your Institution and the Culture of College

#### **College Scavenger Hunt (75 pts)**

Follow the instructions on this [College Scavenger Hunt Worksheet](#) to learn more about your college.

## 6. AAA Developing Your Motivation

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: "Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 6 - Engage

### Developing Your Personal and Academic Motivation

### Assignments

#### Reading

Read the chapter: Engage - Developing Your Personal and Academic Motivation

#### Vision Board/Roadmap (100 pts)

1. Use the Vision Board Guidelines below to create a visual representation of your past, present, and ideal future.
2. Give a 2 - 3 minute oral presentation of your visual creation.

#### Vision Board Guidelines

A Vision Board is a visual aid to help you focus your thoughts and feelings on your personal dreams and goals. It is one of the most inspirational things that you can do to move yourself into the life you want. Don't be fooled by the simplicity of the vision board concept. It is powerfully effective. A Road Map is a Vision Board shown as a "map" depicting destinations (past, present, and future) and "road conditions" (dead end, rough road, construction, toll road, freeway, bridge, etc.).

#### Objectives:

1. Think about your past, present, and future.
2. Create a visual representation of your past, present, and ideal future.
3. Give an oral presentation of your visual creation.

Follow these steps:

Spend some time contemplating your life. Where have you been? Where are you now? What do you want out of life? What are your dreams, desires, and goals? Why are you at Aims? Where are you going? What changes do you need to make to achieve your dreams?

Think about how you would show the above visually. You might find it useful to actually make a sketch of what you want your board to look like. Collect items to put onto your board. You can use any combination of words, photos, images from the Internet, drawings, or objects. Anything you use should be suitable to affix to a board and suitable for classroom viewing.

Lay out the elements onto the board. When you are satisfied with the look, attach the items.

Prepare a 2- to 3-minute oral presentation to tell your story and explain your board to the class.

Vision Board Requirements:

1. Your board should be large enough for class presentation. Most students use a standard poster board. There is no exact requirement, except that it is larger than 11"x17" (a sheet of notebook paper is not acceptable).
2. Words should be large enough for viewing from a minimum distance of 2 to 3 feet.
3. Your board should have a combination of words and images.
4. At least one of the images must be of you. It can be a photo (past or present) or a drawing. Your board has more personal impact when you put yourself into your board!

## 7. AAA Staying Power

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 7 - Staying Power

### [Dog Escapes Kennel](#)

### [Motivational Video](#)

## Assignments

### Staying Power Success Journal (50 pts)

Address the following in your journal:

- What positive and/or negative experiences have you had during your first weeks of classes?
- How important is staying in college to your overall goals and dreams?
- Discuss your plan to keep your "staying power" when faced with hard times and adversity.

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Use the [Success Journal Criteria](#) as a checklist as you do your assignment.

Check this [sample essay](#) to see the correct format.

Use the [7 Questions Rubric](#) to rate yourself after completing this assignment.

To see how this assignment will be graded, view the [Success Journal Grading Rubrics](#).

## 8. AAA Developing a Study Plan

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 8 - Developing a Study Plan

### Developing a Study Plan

Use this [Study Habits Inventory](#) to analyze your study skills. Do you see areas where you could improve?

## Assignments

### Reading

Read the chapter: Learn - Using Your Dominant Intelligence, Preferred Learning Style, and Unique Personality Type to Become an Active Learner

Learn the difference between fixed mindset and growth mindset by visiting [this website](#).

Read more about growth mindset [here](#).

### Mindset Success Journal (50 pts)

After learning about the fixed and growth mindsets, reflect on the following in your journal:

- Can you think of a time you faced an important opportunity or challenge with a fixed mindset? What were your thoughts and worries - about your abilities? About other people's judgments? About the possibility of failure?
- Now, can you take that same opportunity to challenge and switch into a growth mindset? Think of it as a chance to learn new things. What are the plans and strategies you're thinking about now?
- When do you feel smart? When you're doing something flawlessly or when you're learning something new? How can you make striving stretching, and struggling into something that makes you feel smart?

- Think of something about yourself you've been wanting to change. What is it? Has a fixed mindset prevented you from doing this? Think about it from a growth mindset and spell out a concrete plan for change.
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Use the [Success Journal Criteria](#) as a checklist as you do your assignment.

Check this [sample essay](#) to see the correct format.

Use the [7 Questions Rubric](#) to rate yourself after completing this assignment.

To see how this assignment will be graded, view the [Success Journal Grading Rubrics](#).



## **9. AAA Memory, Study, and Test-Taking Skills**

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## **Week 9 - Study**

### **Developing Your Memory, Study, and Test-Taking Skills**

[Countdown Strategy for Exams](#)

## **Assignments**

### **Reading**

Read the chapter: Understand - Empowering Your Memory, Studying Effectively, and Taking Tests With Confidence

### **SQ3R Mastery Study Sheet (50 pts)**

Complete the SQ3R Mastery Sheet assignment on page 258 of the textbook ("Cornerstones for Community College Success. 2nd ed. Pearson Education, 2014).

## 10. AAA Math Study Skills

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 10 - Study

### Developing Your Memory, Study, and Test-Taking Skills

Print and fill out this [Diagnostic Inventory](#) to analyze your math study habits and test-taking skills.

### Stress-Free Math Testing

Bring a copy of a math test you have completed to class.

## Assignments

### Math Success Journal (50 points)

Read pages 248-250 in your textbook and address the following in your journal:

- What is your biggest struggle when it comes to math?
- What new things have you learned from your reading?
- Which of the "before-during-after" strategies will you try before your next math test?
- Based on what you learned from this video, which of the "10 Steps to Better Math Test-Taking" will you start using now?

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Use the [Success Journal Criteria](#) as a checklist as you do your assignment.

Check this [sample essay](#) to see the correct format.

Use the [7 Questions Rubric](#) to rate yourself after completing this assignment.

To see how this assignment will be graded, view the [Success Journal Grading Rubrics](#).

## 11. AAA - Your Future Career

The subject of this class is SUCCESS...what success is and how to achieve it in college. This course is aligned with the textbook: Cornerstones for Community College Success", Sherfield, Robert M., and Patricia G. Moody. 2nd ed. Boston: Pearson Education, 2014.

## Week 11 - Plan

### Focusing on Your Future and Professional Career

## Assignments

### Reading

Read the chapter: Transition - Planning Your Future

### 7 Questions Success Journal

Look at your [7 Questions Rubric](#) sheets for previous assignments and reflect on the following questions:

- Overall, how do you feel you "graded" yourself? Too low, too high, or fairly accurately? Why?
- Overall, were more of your answers on the left side of the page, the right side, or evenly mixed?
- Do you see any correlation between your answers on the rubric and your score on the assignment? What does that tell you?
- Overall, did your answers on the rubrics change from the first one through this one If so, in what way?
- What conclusions can you draw from doing the 7 Questions Rubrics?

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- Use the [Success Journal Criteria](#) as a checklist as you do your assignment.
  - Check this [sample essay](#) to see the correct format.
  - Use the [7 Questions Rubric](#) to rate yourself after completing this assignment.

## **Keeping the End in Mind (300 pts)**

Name: \_\_\_\_\_

Final Due Date: \_\_\_\_\_

This project will help guide you as you plan your next semester and beyond. Use these exercises as an opportunity to learn about resources available to you to make an informed decision about your short- and long-term educational and career goals. You will also take time to reflect on all that you have learned related to study skills and personal motivation in this course to reach your final goal.

[Part A - Your Degree Plans](#)

[Part B - Career Exploration](#)

[Part C - Career and Educational Goals](#)

[Part D - Your Future](#)